

SPARK

IGNITE YOUR POTENTIAL



LEADERONOMICS
community

ECM Libra Foundation x Leaderonomics Community
B.E.S.T. & SPARK Leadership Programme 2021

POST-PROGRAMME REPORT

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INTRODUCTION

In partnership with ECM Libra Foundation, two programmes were run in 2021 virtually. The first programme that was held was the **B.E.S.T series** which targeted past Alumnis of SPARK Camp from previous years. This programme consisted of four workshops with the intention of guiding students on how they can best prepare for what's next after SPM.

The second programme was the annual SPARK Camp - now in it's 7th edition, and second year being conducted virtually. This programme was held with the purpose of providing leadership development to 60 underserved Malaysian youth between the ages of 13 to 16 across the country.

This year's SPARK Camp 2021 aimed to groom a new generation of leaders who are able to put their leadership capabilities through the test via immersive sessions, as well as a real-world project to manage and a chance to impact the lives of the less fortunate.

The **B.E.S.T series** kicked off with two sessions in September and October respectively, and the **SPARK Camp** was held on 11th, 12th, 18th, 19th, and 20th of Dec 2021. Due to the existing Covid-19 pandemic in Malaysia, both programmes were run in a virtual format as was agreed upon by ECM Libra Foundation and Leaderonomics Community. Since the outbreak of the pandemic, the world has changed, and so must our youths in order to bring about a better future.

The objectives of SPARK B.E.S.T. were as follows

- To provide an additional touchpoint for past SPARK Campers and deeper connection with Alumni.
- To provide soft exposure to participants on options available to them post-SPM and how best to face obstacles in their stage stage of life.
- To help participants prepare and be aware of opportunities available to help them on their educational pathways.

The objectives of SPARK Camp were as follows:

- To provide an opportunity for deserving students around the country to discover their leadership potential.
- To inspire future leaders amongst the youth by challenging them to apply their newly learned leadership skills through community projects that make a difference.
- To encourage the active sharing of ideas on issues and challenges of shared concern and to facilitate solution-based discussions and actions.

Key competencies that were addressed are as follows:



Leadership



Self Discovery



LEAD Challenge



Presentation Skills

SESSION OUTLINES

(B.E.S.T)



1. BIODATA

A session designed to help students in coming up with functioning resumes and cover letters for future internship and job applications.

Learning Objectives:

- Discover the different types of biodata
- Understand how to write an effective resume
- Get started on creating a resume and how to customise it
- Discover what a cover letter is
- Understand how to write an effective cover letter

2. EDUCATION PATHWAY

This session looks at the different paths available to students as well as their pros & cons, which include STPM, Diploma, Matriculation, Pre-U etc.

Learning Objectives:

- Discovering ones passion and interest.
- Understanding the different courses and subjects in college and university.
- Learning how to prepare and apply for college.

3. SCHOLARSHIP

A session designed to help students be aware of different scholarship opportunities available, how best to prepare for them and other options available that may aid them on pursuing further education.

Learning Objectives:

- Discovering the value of money and costing to study in college/university
- Understanding the different types of financial aids and its requirements
- Application: Learning how to apply for financial aids

4. TRY IT OUT - VARSITY SIMULATION

This is a simulation carefully crafted to simulate their first semester of education and the choices as well as the consequences that result from their every action.

Learning Objectives:

- Discover the different factors involved in terms of studying at the tertiary level through a simulated experience
- Understand what it means to manage academic commitments, social interactions and financial obligations independently through a simulated experience

B.E.S.T SERIES SCHEDULE



Session 1: Biodata

18 September	Biodata
9.00 - 10.00 am	Discover the different types of biodata
10.00 - 11.00 am	Discover what a cover letter is

Session 2: Education Pathway

25 September	Education Pathway
9.00 - 10.00 am	Discovering ones passion and interest
10.00 - 11.00 am	Understanding the different courses and subjects in college and university

Session 3: Scholarship

2 October	Scholarship
9.00 - 10.00 am	Value of money and costs to study at the tertiary level
10.00 - 11.00 am	Different types of financial aids and relevant requirements

Session 4: Try It Out - Varsity Simulation

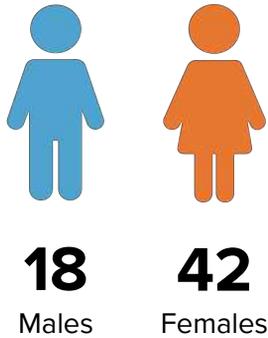
9 October	Try It Out - Varsity Simulation
9.00 - 10.00 am	Factors involved in terms of studying at the tertiary level through a simulated experience
10.00 - 11.00 am	Manage academic commitments, social interactions and financial obligations independently through a simulated experience



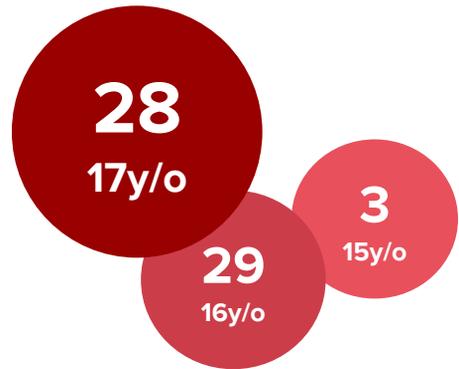
PARTICIPANT DEMOGRAPHICS

(B.E.S.T)

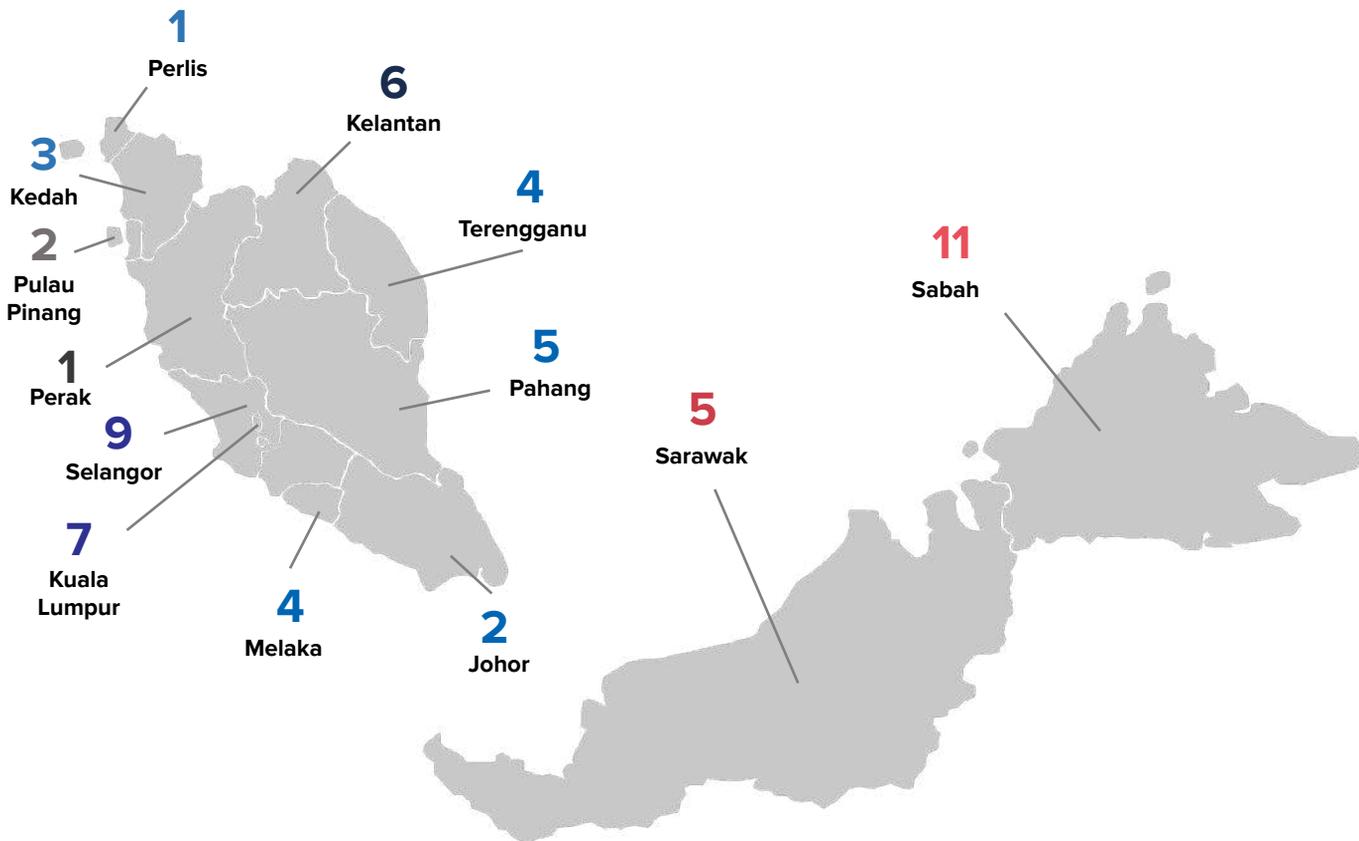
The breakdown of the participants are as follows:



GENDER



AGE



GEOGRAPHICAL LOCATION

PARTICIPANT DEMOGRAPHICS

(B.E.S.T)

The breakdown of participating schools that the B.E.S.T participants were from are as follows:

STATE	HOME/ORGANISATION/SCHOOL
<i>Kedah</i>	KOLEJ VOKASIONAL SUNGAI PETANI 2
	SMK PAYA KEMUNTING
	SMK SULTANAH ASMA
<i>Pulau Pinang</i>	SMK CONVENT GREEN LANE
	SMK ST XAVIER
<i>Perak</i>	SMK HAMID KHAN TAPAH
<i>Selangor</i>	SMK PUSAT BANDAR PUCHONG 1
	SMK AMINUDDIN BAKI
	SMK DARUL EHSAN
	SJK(C) YU HUA
<i>Kuala Lumpur</i>	HELP INTERNATIONAL SCHOOL
	STELLA MARIS INTERNATIONAL SCHOOL
	ST JOHN'S INSTITUTION
	SMK P METHODIST KL
	SMK BANDAR UTAMA DAMANSARA 4
<i>Melaka</i>	YAYASAN CHOW KIT
<i>Johor</i>	SMK DATO' ABDUL RAHMAN YA'KUB
<i>Kelantan</i>	SERI JUBLI INTERNATIONAL SCHOOL
	CRESCENDO-HELP INTERNATIONAL SCHOOL
<i>Terengganu</i>	SMK LONG GHAFAR 2
	SMK DEWAN BETA
	SMK TENGKU BARIAH
<i>Pahang</i>	SMK BUKIT KUANG
	SMK TENGKU MUHAMMAD ISMAIL
<i>Perlis</i>	SMK RINGLET
	SMK SULTAN AHMAD SHAH
<i>Sabah</i>	KOLEJ VOKASIONAL ARAU
	SMK TAKIS
<i>Sarawak</i>	SMK SHAN TAO LIKAS
	SMK DATO PERMAISURI

OVERVIEW OF PARTICIPANTS' EXPERIENCE (B.E.S.T)

PARTICIPANT EXPERIENCE - AVERAGE RATING

(Rating: 1 - Bad, 5 - Awesome!)

ACROSS ALL 4 SESSIONS OF B.E.S.T.



PARTICIPANTS’ IMPACT PROGRESS (B.E.S.T)

Overview

Each participant was given a questionnaire at the end of each B.E.S.T session to assess where they rated themselves “*Before Workshop*” and “*After Workshop*” based on several key questions. The comparative results between the two serves as the baseline upon which the camp impact was measured.

Comparative data would indicate if experience gained through the workshops were effective in shifting or improving participants’ outlook across similar categories.

Design

The questionnaire is designed as a set of **15 questions** intended to several aspects covered over the course of the four sessions; **Biodata, Education Pathway, Scholarship, and Try It Out - Varsity Simulation**. These questions are meant to be answered honestly and quickly without much mental deliberation. The rationale behind this logic is that the first answer that comes to mind is usually the most instinctually true and reflects a participant’s true feelings.

Limitations

There are a couple of identified limitations to the assessment:

- The data collected could potentially be skewed since it is heavily dependent on honesty.
- The conclusions drawn in this report are based on the understanding of the context of the students and grounded in the relationships shared with them.
- The conclusions drawn may not specifically apply to all individuals within a form cluster or across all forms but serve to generally form an overall consensus or narrative around the survey results.
- Students may have also not fully understood all questions in the survey which might have contributed in variances in the scoring retrieved.
- Lack of comprehension on the questions being asked as some of the campers are from homes resulting in several outliers.

The findings of the survey conducted is discussed in the next section.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q1: I have a good understanding of what a CV or resume is.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, the pre-workshop results show mixed results as 21% of participants indicated they have low understanding about CV with a rating of 2, 42% of participants indicated 3 suggesting that they are uncertain of their understanding, and 36% of the participants have a good understanding of what CV or resume is with a rating of 4-5. Post-workshop, the results show a shift in data as participants gained a deeper understanding of the subject matter resulting in majority of participants at 84% rating 4-5. Some participants at 15% still rated 3 suggesting that they may require more exposure regarding what a CV or resume is.

Q2: I am able to write a CV or resume confidently.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In line with the data for the previous question, participants showed varied levels of confidence in their ability to write their CV or resume. 36% of participants rated 1-2 indicating that they have low level of confidence, 30% rated 3 indicating being unsure, and 33% rated 4-5 indicating having high confidence. Post-camp, this data shifts as participants went through the session on **Biodata** and developed greater knowledge on areas to focus on in writing a resume. 75% of participants rated 4-5 indicating having high level of confidence. Additionally, a moderate number of participants at 24% rated 3. Overall, the session on Biodata was likely to give participants a clear perspective about building a CV or resume confidently.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q3: I have a good understanding of what a Cover Letter is.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Regarding knowledge of Cover Letter, 33% of participants indicated that they have poor understanding (rating of 1-2), 39% indicated 3 showing that the participants were unsure, and 27% who rated 4-5 showed they have a good understanding. Post-workshop, majority of participants gained deeper understanding on what a Cover Letter is as evidenced by 82% of participants who rated 4-5. At 18%, some participants rated 3 suggesting that they may require more clarification about Cover Letter.

Q4: I am able to write a Cover Letter confidently.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In line with the data for the previous question, participants showed varied levels of confidence in terms of writing a Cover Letter. 39% of participants rated 1-2 indicating having low confidence, 33% rated 3 indicating being unsure if they could write confidently, and 27% rated 4-5 indicating having high confidence. During the workshop, participants went through an activity on writing a Cover Letter. This proved to be effective in helping participants gain confidence as majority at 78% rated 4-5. At 21%, some participants still rated 3 and may require more practice in terms of writing a Cover Letter that is specific to the requirements of a company.

PARTICIPANTS’ IMPACT PROGRESS (B.E.S.T)

Q5: I have a good understanding of what I want to study in the future.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, over half of the participants have poor understanding or are unsure of what they want to study in the future — 12% rated 2, and 35% rated 3. The other half rated 4-5 (54%) indicating having good understanding. Post-workshop, majority of participants gained better understanding on what they want to do in the future as evidenced by 88% of participants who rated 4-5. Some participants still rated 2 (4%) and 3 (8%), suggesting that they may struggle in terms of academic interests and would need more exposure of the possible choices available to them.

Q6: I am aware of my career interests.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In terms of career interests, 23% of participants rated 1-2 indicating having low awareness, 12% rated 3 indicating being unsure of their job interest, and 65% rated 4-5 indicating they have high awareness. After going through the session on **Education Pathway**, participants developed greater awareness on areas to focus on in terms of career prospects. This is evidenced by majority of 93% of participants rating 4-5. Some participants still rated 2 and 3 at 4% respectively, showing that they may require more inward self-reflection with regards to their interests and career prospects. There was a drop in ratings of 5 from 38% to 31% which could be attributed to better understanding of career pathways, wherein participants felt they needed to reevaluate internally their career paths before confidently giving it a higher rating.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q7: I am aware of how to apply to college or university.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Regarding awareness of the application process to college or university, 27% of participants indicated a rating of 1-2 showing that they have low awareness, 50% indicated 3 that they are unsure, and 23% rated 4-5 indicating having awareness. Having gained deeper knowledge of standard application processes and college or university requirements, participants reported increased awareness post-workshop with majority at 93% rating 4-5.

Q8: I am able to map out my education journey.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



The pre-workshop results show that over half of the participants rated 2 (27%) and 3 (27%) indicating that they are unable to map out their education journey or are uncertain about how to do so. At 46%, participants rated 4-5 indicating being able to map out their education plan. Post-workshop, this data shifts as participants went through the session on **Education Pathway** and developed greater awareness on areas to focus on in terms of planning for future studies. At 85%, participants show increased confidence and reported being able to map out their education plan. Some 15% of participants still rated 3 suggesting that there may be underlying factors involved in the process such as low awareness of their academic interests that could hinder their planning process.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q9: I have a good understanding of the different types of financial aids available.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Based on the pre-workshop results, 33% of participants rated 2 indicating they have poor understanding about the available financial aids, 42% indicated 3 that they are unsure and 24% rated 4-5 reporting that they are aware of the available financial aids for education. As participants are exposed to the different types of financial aids, they gained understanding and awareness resulting in an increase of 60% of participants rating 4-5 at the end of the workshop. Some 15% of participants who rated 3 may still be unsure due to the complexity in the varying requirements for the different financial aids.

Q10: I am aware of how to apply for financial aid.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In line with the results from the previous question, participants showed varied levels of awareness in terms of how they can apply for financial aid. At a combined 39%, participants reported having low awareness (rating of 1-2), 36% reported being unsure (rating of 3), and some 24% reported having awareness (rating of 4-5). Post-workshop, this data shifts as participants went through the session on **Scholarship** where they were exposed to available financial aids in Malaysia. This proved to be an effective session as majority of participants at 81% rated 4-5. Some participants at 18% rated 3 showing that they may be still confused or rather less confident to apply by themselves for a financial aid.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q11: I am confident of applying for financial aid.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Regarding participants' confidence of applying for financial aid, the pre-workshop data show mixed results with 30% of participants who rated 1-2, 33% rated 3, and 36% rated 4-5. Overall, the **Scholarship** session was effective in increasing participants' awareness as well as level of confidence as evidenced by 85% of participants rating 4-5. Participants who rated 3 (15%) suggest that they are unsure and likely need additional time in going through the application process until they are fully prepared and confident of themselves.

Q12: I have a good understanding of what is needed to pass and graduate from university.

(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Based on the pre-workshop results, over half of the participants have poor understanding or are unsure of what is needed of them to graduate from university — 22% rated 1-2 and 32% rated 3. At a combined 46%, participants reported having a good understanding of how they can graduate from university. During the **Try It Out - Varsity Simulation**, participants experienced what a day-to-day life as a university student would entail. This brought about fresh perspective and awareness resulting in a high 96% of participants rating 4-5 at the end of the workshop.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q13: I am confident with setting a budget and sticking to a budget when I leave home for university.

(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Generally, the pre-workshop data show that majority of participants are confident of managing their finances as a university student — 60% rated 4-5. A low 7% reported having low confidence (rating of 2) and 32% reported being unsure (rating of 3). After being exposed to potential financial expenses required during university, participants' level of confidence in terms of managing their budget shifted with a high 96% rating 4-5 after the workshop.

Q14: I am confident in managing my time in university without teacher or parental supervision.

(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, the pre-workshop data suggest that participants generally are confident of managing their university commitments without adult supervision with 61% who rated 4-5. At 7%, participants rated 2 indicating having low confidence and 32% rated 3 indicating being unsure if they could self-manage without supervision. With the right exposure to various university activities, commitments, leadership development, and financial management, participants were able to gain awareness and build confidence in themselves. The effectiveness of the **Try It Out - Varsity Simulation** is evidenced by all participants at 100% rating 4-5 post-workshop.

PARTICIPANTS' IMPACT PROGRESS (B.E.S.T)

Q15: I have a good understanding of what is required to develop myself in the area of leadership while being in university
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, the pre-workshop results indicate that participants generally have a good understanding of what is required to develop themselves in leadership areas during university. At 4%, participants rated 2, and 36% of participants rated 3. A combined 60% of participants rated 4-5. Having gone through the **Try It Out - Varsity Simulation**, participants were further exposed to a variety of curricular activities that could help hone their leadership skills. This resulted in majority of participants at 96% rating 4-5.

CONCLUSION (B.E.S.T)

The SPARK Leadership Programme for 2021 is unique as it started off with the **B.E.S.T series** — bringing about awareness of various key competencies such as resume writing, exploring of academic interests, understanding the application process to college or university, and self-leadership and management skills.



Confidence to write a resume/CV
(% participants with 4 - 5 rating)

75% (Post) ↑ 33% (Pre)



Awareness of application process to college or university
(% participants with 4 - 5 rating)

93% (Post) ↑ 23% (Pre)



Confidence to apply for financial aid
(% participants with 4 - 5 rating)

85% (Post) ↑ 36% (Pre)

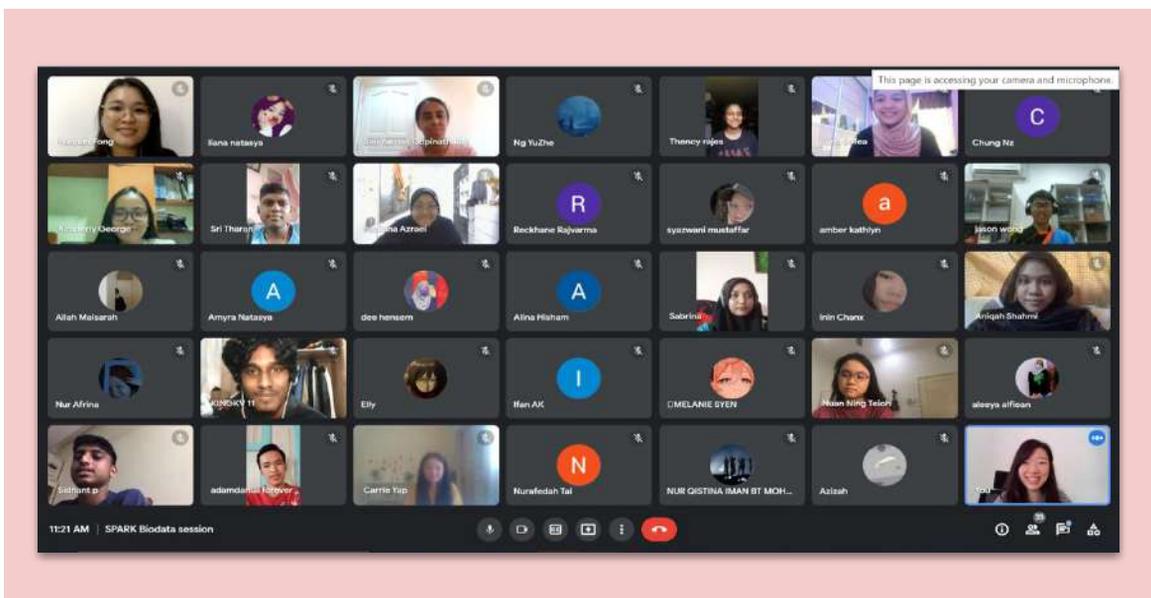
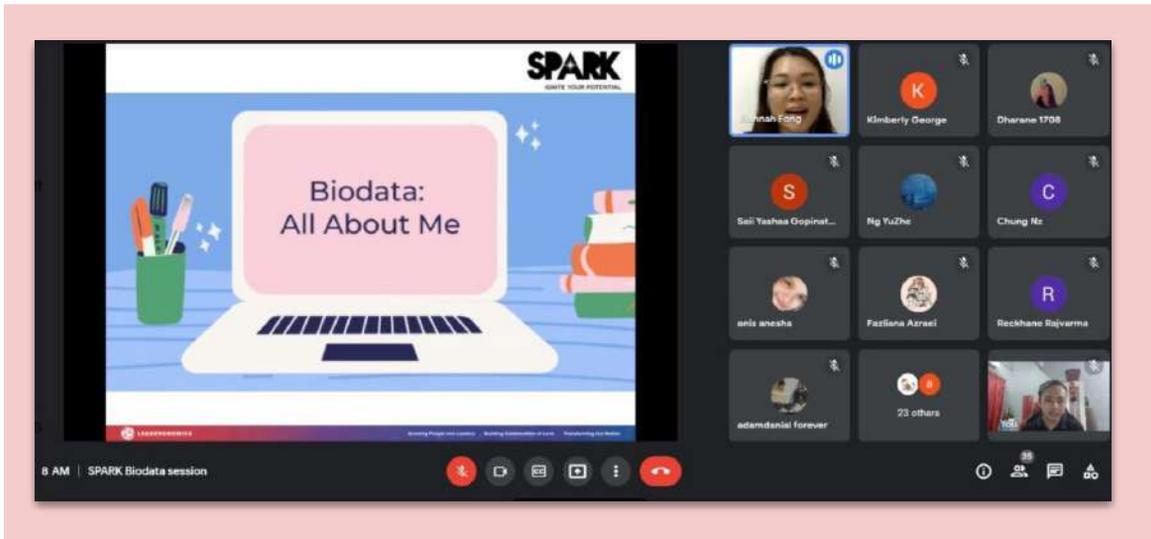


Confidence to manage time without supervision
(% participants with 4 - 5 rating)

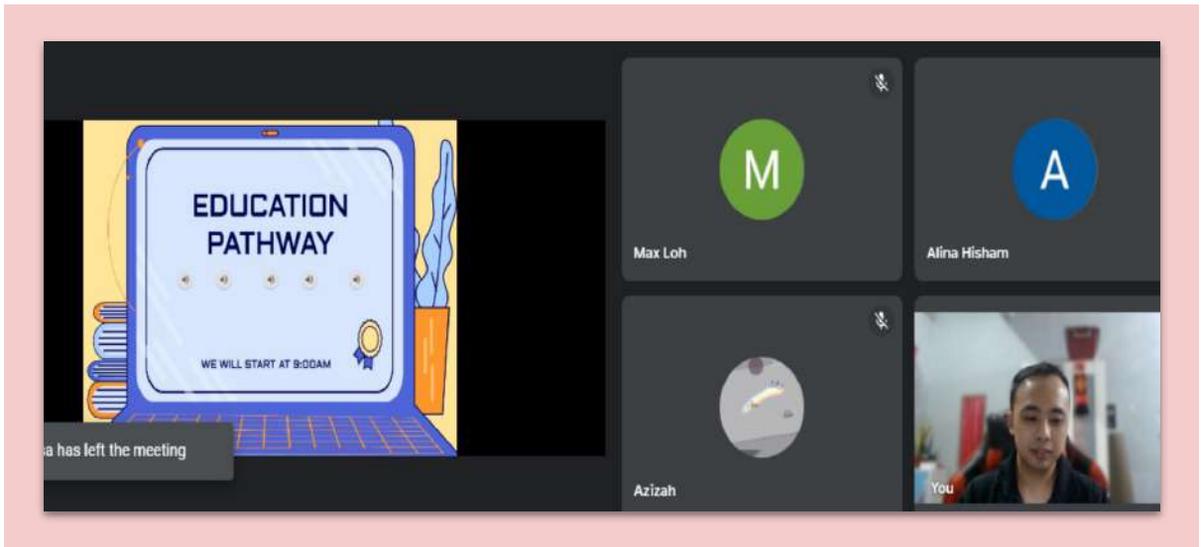
100% (Post) ↑ 61% (Pre)

B.E.S.T PHOTOS

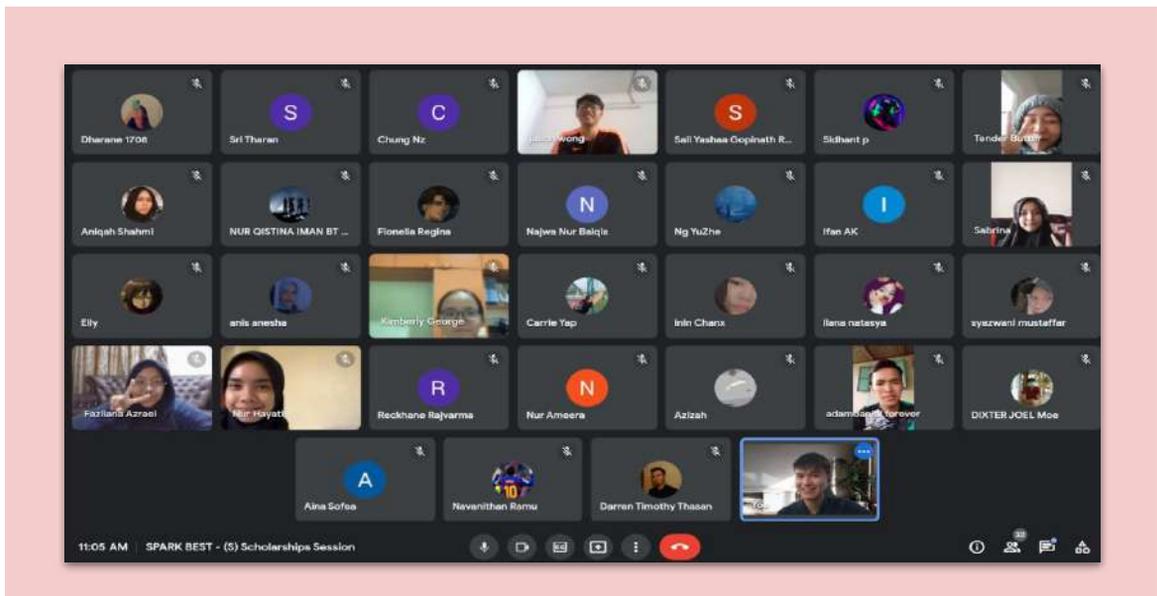
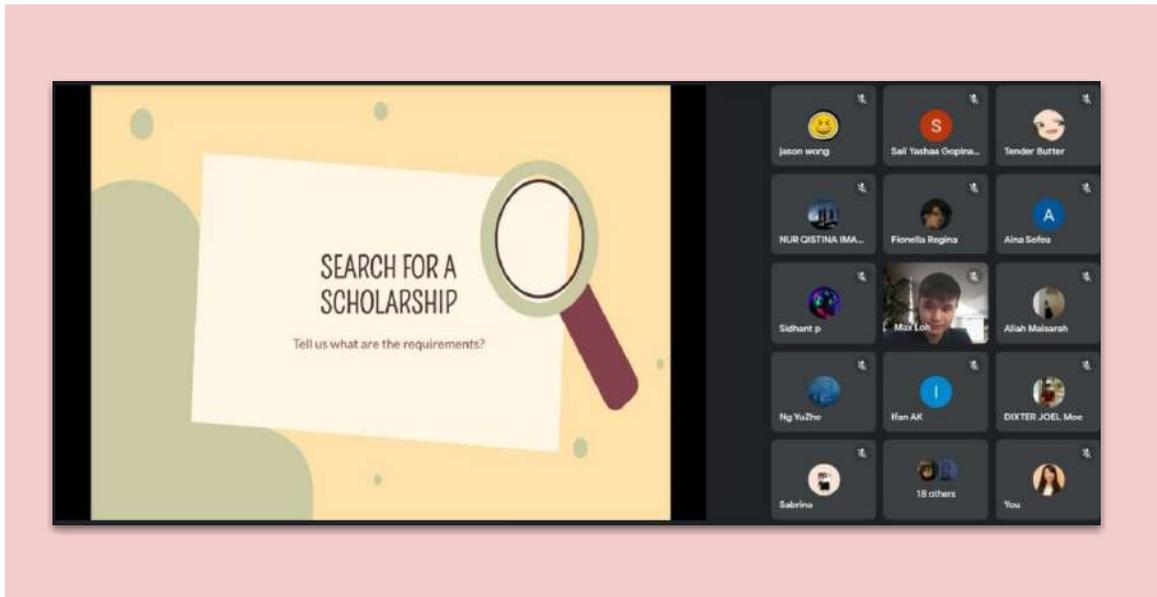
BIODATA



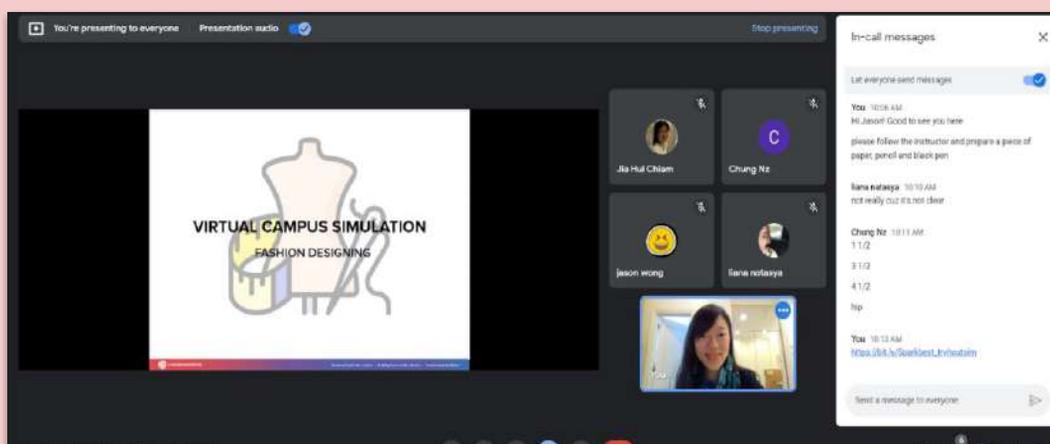
B.E.S.T PHOTOS: EDUCATION PATHWAY



B.E.S.T PHOTOS: SCHOLARSHIP



B.E.S.T PHOTOS: TRY IT OUT - VARSITY SIMULATION



SESSION OUTLINES

(SPARK CAMP)



1. I-DENTITY

In development of one's identity plays a crucial role in our formative years. Each piece of our identity carries weight and is affected by different factors and experiences throughout our lives. In this session, campers learnt more about the pieces that make up their identity and how best to build it up. They also learnt about how to stay true to themselves and not be affected by peer pressure. This not only built up their resilience but aided in confidence-building as well.

Learning Objectives:

- Learning what makes up one's identity
- Understanding the importance of having an identity
- Appreciating and accepting one's flaws and imperfections
- Discovering methods on finding one's identity

2. DISCOVERING MY PERSONALITY

A unique session which highlights unity in diversity. In this session, participants learnt more about their unique personality traits and personal strengths. From a better understanding of themselves, participants gained an understanding and appreciation of the uniqueness of others, and grew in their ability to effectively work with different people across the personality spectrum, recognising what motives and drives themselves and others within the group, thus being both an effective leader and team member.

Learning Objectives:

- Improve Self-Awareness
- Learn how to work with individuals who are different
- Have a greater sense of appreciation of diversity

3. IGNITE

In this session, students were able to identify their past achievements and area of giftedness. By doing so, students were able to understand the importance of confidence and its link to success. By building up their mental toughness and celebrating milestones along the way, this session was geared towards not just igniting their confidence levels but helping them adopt an "I Can" attitude and mindset.

Learning Objectives:

- Root and harness self-confidence
- Develop self-awareness
- Grow a deep sense of self assurance that extends out
- Break through limiting beliefs

SESSION OUTLINES

(SPARK CAMP)



4. SPEAK UP, SPEAK WELL

SPEAK UP, SPEAK WELL is designed to build, develop and cultivate public speaking skills in students as communication is one of the fundamental soft skills in today's world. Whether it's a speech, presentation or networking, one needs to master the art of communication to ensure a successful delivery.

Participants were exposed to different aspects of communication and were taught techniques to become a better speaker. The second part of this session puts participants' ability to leverage on their previous learnings to the test, challenging them to overcome their limitations and find their voice.

Learning Objectives:

- Understanding the pillars of communication - Verbal, Non-verbal, & Content.
- Understanding what is public speaking and fears associated with it, followed by steps needed to overcome it.
- Learning different techniques and how different forms of communication affect delivery of message.
- Creativity of expression.

5. LEAD SIMULATION

LEAD Simulation was a live project that the participants needed to complete before the end of the camp. Teams were tasked with designing, developing and executing a simulated virtual community engagement project within the duration of the camp. This challenge, which ran throughout the camp, encourages participants to actively apply their learnings from the sessions and challenges them to assimilate the knowledge, skills and attitudes immediately.

Other than empowering the participants to give back and make a difference, the LEAD Simulation also provided them with experience in project planning and teamwork. Participants learnt to delegate and manage resources, think out of the box and also present their ideas in a structured manner.

This year, the focus was based on a prevention or recovery plan for three different natural disasters faced by three villages namely:

- Sunshine Village - Flash Flood
- Redstone Village - Forest Fire
- Rosehill Village - Landslide

Learning Objectives:

- *Project management & planning*
- *Innovation & creativity when solving issues faced by the villages*
- *Experiential Community Impact*
- *Adaptability & agility in overcoming barriers in communication to plan out the project*

SESSION OUTLINES

(SPARK CAMP)



6. PITCH OUT

This session was the culmination of all the hard work that went into the LEAD Project over the duration of the programme. Participants compiled all the learnings and experiences they have earned in completing their LEAD Project by creating a presentation video which was to be shown to a panel of esteemed judges during the Pitch Out day. Judges then engaged them in a question and answer forum to further understand their respective projects.

This year, our panel included :

Lim Beng Choon, Member of the Board of Trustees, ECM Libra Foundation

Sook Lian Cheah, Senior Manager, ECM Libra Foundation

Dr Victor Wong, Head of Clubs, Leaderonomics Community

Learning Objectives:

- Speaking with confidence in front of an audience
- Putting together a video summing up experiences conducting LEAD Project
- Public Speaking in English
- Designing a presentation deck

CAMP SCHEDULE (SPARK CAMP)



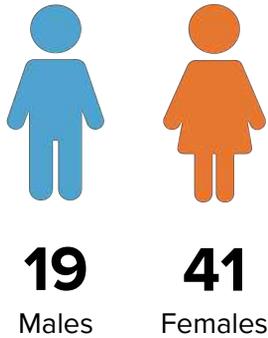
	11 DEC	12 DEC	18 DEC	19 DEC	20 DEC
09:00 - 09:15	Camp Welcome & Energiser & Alumni Sharing	Welcome & Energiser	Plenary & Energiser	Plenary & Energiser	LEAD Simulation Pitch Out Podium
09:15 - 09:45		S3: IGNITE	S4: Speak Up, Speak Well	Virtual SPARK "Carnival"	
09:45 - 10:45		Huddle Up	Breakout #3		
10:45 - 11:00	BREAK				
11:00 - 11:15	Energiser	Energiser	Energiser	Energiser	BREAK
11:15 - 12:00	S1: I-dentity	LEAD Simulation: Intro & Ideation (Part 1)	LEAD Simulation: Planning (Part 2)	LEAD Simulation : Pitch out Prep (Part 4)	Farewell Ceremony & Winners Announcement
12:00 - 12:30	Breakout #1				
12:30 - 13:00	Lunch Break	R Moment & Announcements	Lunch Break	R Moment & Announcements	Final R Moment & Group Goodbye
13:00 - 14:00					
14:00 - 14:30	S2: Discovering My Personality		LEAD Simulation: Brainstorming (Part 3)		
14:30 - 15:00	Breakout #2				
15:00 - 15:30	R Moment				R Moment



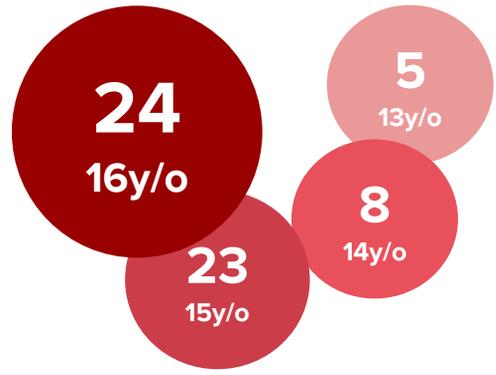
PARTICIPANT DEMOGRAPHICS

(SPARK CAMP)

The breakdown of the participants are as follows:



GENDER



AGE



GEOGRAPHICAL LOCATION

PARTICIPANT DEMOGRAPHICS

(SPARK CAMP)

The breakdown of participating schools and homes that the campers were from are as follows:

STATE	HOME/ORGANISATION/SCHOOL
<i>Perlis</i>	SMK DERMA
<i>Kedah</i>	KOLEJ VOKASIONAL ARAU
	SMK ALOR MERAH
	SMK SULTAN BADLISHAH
	SMK TUNKU SOFIAH
<i>Pulau Pinang</i>	SMK PERMAI INDAH
<i>Perak</i>	SMK PANGLIMA BUKIT GANTANG
<i>Selangor</i>	SMK TAMAN DATO HARUN
	SMK LEMBAH SUBANG
	SMK RAJA MAHADI
	SMK SEKSYEN 4 KOTA DAMANSARA
	SMK SUBANG
<i>Kuala Lumpur</i>	SMK HULU KELANG
	SMK PUTERI TITIWANGSA
<i>Negeri Sembilan</i>	SMA NILAI
	SMK TINGGI PORT DICKSON
	SMK DESA CEMPAKA
<i>Melaka</i>	SM TAHFIZ AL QURAN CHENDERAH
	SMK ISKANDAR SHAH
	SMK GAJAH BERANG
<i>Johor</i>	SMK SRI MERSING
<i>Kelantan</i>	SMK BADAQ
	SMK PINTU GENG
	SMA TENGKU AMALIN A'ISHAH PUTRI
<i>Terengganu</i>	SMK KIJAL

PARTICIPANT DEMOGRAPHICS

(SPARK CAMP)

STATE	HOME/ORGANISATION/SCHOOL
<i>Pahang</i>	SMK PAYA BESAR
	SMK SULTAN AHMAD
<i>Sabah</i>	SM ST PATRICK TAWAU SABAH
	SMK ELOPURA BESTARI
	SMK KENINGAU 2
	SMK INANAM
	SMK KINARUT
	SMK ST FRANCIS CONVENT
	SMK TAKIS
	SMKA KIMANIS
<i>Sarawak</i>	SMK CHUNG HUA (CF) MIRI
	SMK PUJUT
	SMK ST ANTHONY SARIKEI
<i>Labuan</i>	SMK MUTIARA

PARTICIPANT GROUPINGS

(SPARK CAMP)

To cultivate teamwork and working with different personalities as per our physical SPARK camps in the past, a similar strategy was employed for the virtual camp with 10 groups comprising of 6 campers and one facilitator were formed. However, during the beginning of the camp some students were tested positive for Covid -19 and were quarantined. Thus, two groups were combined to be one having in total of 9 groups for the camp. The dynamics of campers within the groups were a mix of states, race and gender. This was in line with our secondary goal of unity and cross-cultural understanding amongst campers.



Infernovolca



Pika - pika Peacekeeper



Mighty Ducks



Desmaj Cemver



Meloww Poggers



Wisetravellers



Unbeatables



Solar Flares



Waka Wolien

OVERVIEW OF PARTICIPANTS' EXPERIENCE (SPARK CAMP)

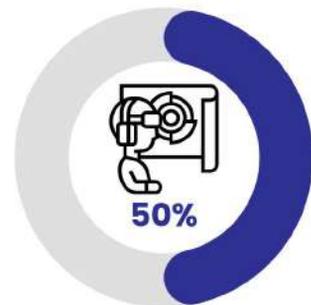
TOP 3 MOST INTERESTING SESSIONS AS RANKED BY PARTICIPANTS



SPEAK UP, SPEAK WELL



DISCOVERING MY PERSONALITY



LEAD SIMULATION

CAMP EXPERIENCE - AVERAGE RATING

(Rating: 1 - Bad, 5 - Awesome!)



PARTICIPANTS’ IMPACT PROGRESS (SPARK CAMP)

Overview

Each participant was given a questionnaire at the end of camp to assess where they rated themselves “*Before Camp*” and “*After Camp*” based on several key questions. The comparative results between the two serves as the baseline upon which the camp impact was measured.

Comparative data would indicate if experience gained through the camp was effective in shifting or improving participants’ outlook across similar categories.

Design

The questionnaire is designed as a set of **17 questions** intended to several aspects covered over the course of the six sessions; **I-Identity, Discovering My Personality, Ignite, Speak Up Speak Well, LEAD Simulation, and Pitch Out**. These questions are meant to be answered honestly and quickly without much mental deliberation. The rationale behind this logic is that the first answer that comes to mind is usually the most instinctually true and reflects a participant’s true feelings.

Limitations

There are a couple of identified limitations to the assessment:

- The data collected could potentially be skewed since it is heavily dependent on honesty.
- The conclusions drawn in this report are based on the understanding of the context of the students and grounded in the relationships shared with them. The conclusions drawn may not specifically apply to all individuals within a form cluster or across all forms but serve to generally form an overall consensus or narrative around the survey results.
- Students may have also not fully understood all questions in the survey which might have contributed in variances in the scoring retrieved.
- Lack of comprehension on the questions being asked as some of the campers are from homes resulting in several outliers.

The findings of the survey conducted is discussed in the next section.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q1: I have a good knowledge of my identity.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



According to the pre-camp results, 6% of participants indicated low knowledge of their identity with a rating of 1 while 11% indicated being unsure with a rating of 3, and the remaining 84% indicated good knowledge of their identity with ratings of 4 and 5. Post-camp, the data shifts with all participants having indicated a rating of 4 or 5. This suggests that the participants had gained a deeper understanding of their identity after the **I-Dentity** session.

Q2: I am comfortable with my own identity.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



The pre-camp results show that 9% of the participants were not comfortable with their own identity with ratings of 1 and 2, while 8% were unsure with a rating 3. The other 84% gave a 4 or 5 rating indicating that they were comfortable with their own identity. Based on the post-camp results which show that 98% of the participants gave ratings of 4 and 5, it is evident that the majority of participants began to embrace themselves for who they are after the **I-Dentity** session.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q3: I am secure with my own identity.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Pre-camp results reveal that 3% of participants did not feel secure with their identity with a rating of 1, while 8% who rated 3 were unsure. The ratings of 4 and 5 given by the remaining 89% indicate that they felt secure with their identity. Post-camp, 97% of participants are shown to have given a rating of 4 or 5. Evidently, the **I-Dentity** session was impactful in increasing participants' self-confidence of who they are as unique individuals.

Q4: I have a good understanding of how my personality shapes my identity.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Unlike the previous questions, there no ratings of 1 or 2 in the pre-camp results. Instead, 11% of participants gave a rating of 3 while the other 89% gave ratings of 4 and 5, indicating that some were unsure while the majority had a good understanding of how personality shapes identity. Post-camp, all participants gave a rating of 4 or 5, indicating that they had learnt about the underlying mechanisms of the relationship between personality and identity during the **Discovering My Personality** session.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q5: I am aware of the aspects in my personality that can either act as a strength or limitation.

(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Regarding awareness of personality as a strength or limitation, 3% of participants reported lacking awareness (rating of 2), 17% reported being unsure (rating of 3), and a combined 81% reported being aware (rating of 4-5). Having gone through the concept of DOPE and the different aspects of personality and how these functions in situations, participants gained deeper awareness as evidenced by a full 100% who rated 4 and 5.

Q6: I am confident to work in a group with team members having different personalities.

(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In regards to working in a group with team members having different personalities, 6% of participants reported a low confidence (rating of 2), another 6% reported being unsure (rating of 3), and a combined 89% reported high confidence. Post-camp, the data shifts with 94% of the participants indicating a rating of 4-5. This suggests that the **Discovering My Personality** session helped participants learn about various personality types. Thus, their confidence in working with a group comprised of different personalities increased.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q7: I am confident.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Pre-camp results show that 3% of participants indicated low confidence with a rating of 2, 17% indicated uncertainty with a rating of 3, and 81% indicated high confidence with ratings of 4-5. This suggests that some participants have yet to realize their potential. Having gained more confidence after the **Ignite** session, post-camp results show a shift in data as all of the participants (100%) gave a rating of 4-5.

Q8: I doubt myself and my ability to succeed.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, participants showed varied levels of doubt in themselves and their ability to succeed. 42% of participants rated 1-2 indicating having low self-doubt, 28% rated 3 indicating being unsure, and 31% rated 4-5 indicating having high self-doubt. Post-camp, 48% of participants rated 1-2, 8% rated 3, and 45% rated 4-5. The **Ignite** session seemed to have been successful in lowering the majority of the participants' self-doubt, but some of them remain doubtful. Perhaps they remain doubtful because they were exposed to knowledge that they have never considered before. If so, then they would require more time to think on them and reflect on their abilities.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q9: I am able to overcome challenges.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In terms of overcoming challenges, the pre-camp results show that 3% of participants indicated that there are obstacles they cannot overcome (rating 1), 6% indicated uncertainty on the subject matter (rating 3), and 91% rated 4-5 indicating they are confident and are able to overcome challenges. Participants gained more confidence and became more willing to tackle challenges after the **Ignite** session as evidenced by the post-camp results which show that the majority of participants at 97% gave a rating of 4-5. This suggests that the participants developed a growth mindset as well.

Q10: I am aware of how to communicate with a purpose to a specific audience.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



According to the pre-camp results, 3% of participants reported low awareness of how to communicate with a purpose to a specific audience (rating of 2), 14% were unsure (rating of 3), and the remaining 83% reported having awareness (ratings of 4-5). From the **Speak Up, Speak Well** session, participants learned certain presentation skills such as using vocalisation and hand gestures to communicate effectively. This brought about a shift as 94% of participants are shown to have given a rating of 4 or 5.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q11: I am able to communicate in an organised way.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In regards to communicating in an organised way, 6% of participants reported being unable to do so (rating of 2), 25% reported being unsure (rating of 3), and the other 70% reported being able to do so (rating of 4-5). Based on the post-camp results which show that 97% of participants rated 4 or 5, it is evident that the participants had learnt useful tips to help them organise their communication from the **Speak Up, Speak Well** session.

Q12: I am aware of verbal and non-verbal elements to use during my communication.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, the pre-workshop results suggest that majority of participants are aware of both verbal and non-verbal elements — 80% rated 4-5. Some 3% of participants rated 2 indicating having low awareness and 17% reported being unsure (rating of 3). Having gone through the different aspects of communication and how verbal and non-verbal elements are crucial in communication with others, participants gained deeper awareness as evidenced by the majority at 97% who rated 4 or 5.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q13: I am able to work together with other people in a team.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



On the topic of teamwork, pre-camp results show that participants are generally confident and are able to work with others in a team — 89% rated 4-5. Some 6% of participants reported unable to work with others (rating of 1-2), and another 6% were unsure (rating of 3). As participants went through the different activities and group discussions as part of the **LEAD Simulation**, they were able to practice their communication skills and develop confidence in working with others. Overall, the session was successful in increasing participants' teamwork skills as evidenced by the majority 94% of participants having given ratings of 4 or 5.

Q14: I am able to manage disagreements during team discussions.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Concerning disagreements during team discussions, 3% of participants indicated being unable to manage these with a rating of 1, 22% indicated uncertainty with a rating of 3, and the other 75% indicated being able to manage disagreements with a rating of 4-5. Post-camp, the results show a shift in data as participants practiced conflict resolution skills and became less afraid of confrontation after the **LEAD Simulation** session resulting in majority of participants at 94% rating 4-5.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q15: I am confident to contribute to the team through discussions.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



Overall, the pre-camp results show that most of the participants are confident to contribute to the team through discussions — 89% rated 4-5. Some participants at 3% reported having low confidence (rating of 1) and 8% reported being uncertain (rating of 3). Post-camp, the results show a shift in data as participants gained more confidence by holding and contributing to discussions with one another during the **Group Breakouts** resulting in majority of participants at 94% rating 4-5.

Q16: I am confident to speak in front of an audience.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



On the topic of speaking in front of an audience, pre-camp results reveal that 8% of participants lack the confidence to do so (rating of 2), 19% felt unsure (rating of 3), and the remaining 72% possess the confidence to do so (rating of 4-5). Post-camp results show that the majority 97% of participants rated 4-5. This suggests that the participants had learnt how to mitigate their fear or anxiety of being present virtually in front of a large crowd during the **Pitch Out** session. Consequently, they are more willing to engage in public speaking.

PARTICIPANTS' IMPACT PROGRESS (SPARK CAMP)

Q17: I have good presentation skills.
(Rating: 1 - Strongly Disagree, 5 - Strongly Agree)



In terms of presentation skills, 8% of participants reported having poor presentation skills (rating of 2), 14% indicated uncertainty about their presentation skills (rating of 3), and the remaining 77% reported having good presentation skills (ratings of 4-5). Based on the post-camp results which reveal that the majority at 95% who rated 4 or 5, the participants had evidently gone through the **Pitch Out** session and came away with tips and techniques on how to conduct a good virtual presentation. Furthermore, participants also showed growth in terms of overcoming certain challenges such as internet connection issues or technical difficulties.

CONCLUSION (SPARK CAMP)

As for the SPARK camp, participants were exposed to six sessions: **I-Dentity, Discovering My Personality, Ignite, Speak Up, Speak Well, LEAD Simulation, and Pitch Out**. These sessions addressed areas of identity, personality, confidence, communication skills, teamwork skills, and presentation skills respectively.

Overall, the camp pre-post data analysis and results reveal that the participants have shown awareness and confidence across the different sessions but they have shown the most improvement in areas of identity, communication skills, and presentation skills (*refer to pages 34, 35, 38, 39, 41, 42*).

Moreover, participants also reported having gained deeper awareness of aspects of their personalities that can act as a strength or limitation (*refer to page 36*) and deeper understanding of how to resolve conflicts in a team (*refer to page 40*).

Despite being conducted virtually & geographically separated across Malaysia, participants were highly engaged and receptive to the various sessions, and this spurred an accelerated growth journey across the entire programme.

As a whole, participants were equipped with functional knowledge and skill set that would enable them to set out successfully to explore future academic and career opportunities. Furthermore, the LEAD Simulation which is one of the highlights of the SPARK camp will have set the foundation for participants to reach their full potential in impacting the lives of others within their respective communities.

Participants have also shared of their empowered moments — having interacted with one another and learning from the different sessions throughout the 5-day camp. Overall, this show something has ignited in participants who are ready to spark change in others as well (*refer to pages 44-47*).

PARTICIPANTS' FEEDBACK

I really enjoyed the sessions from trainers as it does help me alot because of my insecurities. After this camp I learnt I could fight it and extend my reaches to the stars above. Even the explorers oh my, they are wonderful people and they are so kind towards each other. I enjoyed every single one second of SPARK. I REALLY DO and in hoping to join it again next year and the years yet to come.



Ahmad Daniel Zafree bin Jefferey, 14,
SMK Mutiara, Labuan



I enjoyed being in the moon base with other group and get to know each other and when going to the spacecraft because my team members and my facilitator is fun and good at encouraging me to be myself. The MC are so funny . I love the energiser session because all the team are trying their best to answer the questions given .

Che Nur Fatin Eliyana, 15,
SMK Hulu Kelang, Kuala Lumpur

I love this camp soooo much!!!!!! I hope I can join this camp again since im 16 years old already this year. From our first day of meeting, I've already feel confident to speak up in front of the crowds. After meeting so many nice person with different personality in this camp, I gain more knowledge about how to deal with them. I believe that from this camp, leaders are made, not born. I believe everyone can became a capable leader from joining this camp!!!!!!



Irdina Zinnirah Chin, 16,
SMK Keningau 2, Sabah

PARTICIPANTS' FEEDBACK

What I enjoyed most in the Spark camp was obviously every section that we have but the most happiest moment for me was in my break-out room session. In there we can happily talk with each other, knowing each other, play with each other, discuss everything with each other, play lame joke hahaha and the most important thing is that we can support and give motivation to each other. We became hardworking and cooperated with each other in finishing our group tasks that have been given to us. Our chief, Abang Timothy Anand always give us words of encouragement and with the words...we, INFERNOVOLCA MEMBERS CAN DO EVERYTHING TOGETHER AND NEVER GIVE UP ON ANYTHING. Lastly, I want to say that we can do anything we want as long as we try our best and never give up. If we fall remember we can rise again.



Nur Aina Mariam Binti Abdullah, 15,
SMK Kijal, Terengganu



I enjoyed the relaxed and open atmosphere of the camp. Out of all the camps, this one stood out as the most safe, safe space that I've ever been in (A lot of people like to say it's alright to make mistakes in their camps/online meetings but this time it really was true). I overcame my fear of being in a virtual project within a group. The other best thing was the people I met; all the facilitators and group members were very enthusiastic and enjoyable to converse with. SPARK Camp was amazing, 100/10, would recommend to others.

Victoria Grace Pan Xuan En, 14,
SMK St. Francis Convent, Sabah

PARTICIPANTS' FEEDBACK

I love the activities, facilitators, the abang-abang. I just love this camp and looking forward for the next camp! Thanks leaderonomics! Thanks ECM LIBRA! THANKS ALL



Elvira Elvira, 16,
SMK Kinarut, Sabah



When the Q&A session during the pitch out was held I have to speak for my group that was fun and nerve-wracking at the same time so that is my highlight.

Hafizal Hakemy Bin Husain, 13,
SMK Seksyen 4 Kota Damansara, Selangor

Saya dapat kawan-kawan baharu. Saya juga dapat menambahkan keyakinan diri sendiri. Saya berasa gembira dan bangga untuk menghadiri SPARK kem ini.



Heamashini A/P Ramesh Rao, 15,
SMK Lembah Subang, Selangor

PARTICIPANTS' FEEDBACK



I think the most thing that I enjoyed during this camp definitely will be the pitch out session. Our team contribute 101% effort to make our video. I'm so proud of everyone and really glad that i joined this camp. Special thanks to Kak Rahilah because without her, our team can't perform as well as now. Thank you Leaderonomic. #Sparkmy2021

Mohamad Aiman bin Sultan, 16,
SMK Tinggi Port Dickson, Negeri Sembilan

FOR ME I ENJOYED THE WHOLE CAMP BUT I LOVE THE DISCOVERING MY PERSONALITY BECAUSE IN THIS MY GROUP AND I SHARE OUR PERSONALITY BY ANIMALS LIKE (D.O.P.E) ❤️ TQ LEADERONOMICS 🔥

Nivisha A/P Karam Chandra Mohanadass, 13,
SMK Subang, Selangor



SAYA MENYUKAI BAHAGIAN LEAD SIMULATION KERANA DAPAT BERKERJASAMA DENGAN KAWAN KAWAN DI KUMPULAN SAYA UNTUK MEMBUAT KERJA YANG DIBERI TERSEBUT.



Nur Fadzilah Binti Zubir Husin, 14,
SMK Seksyen 4 Kota Damansara, Selangor

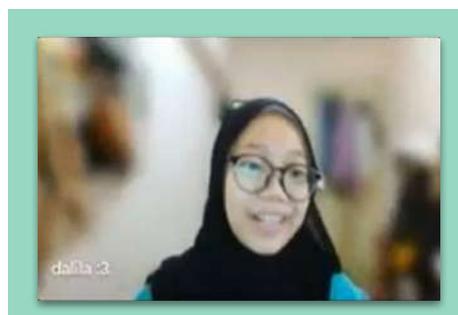
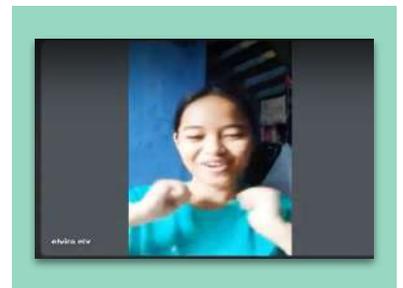
CAMP PHOTOS: SPARK KIT

SPARK KIT UNBOXING



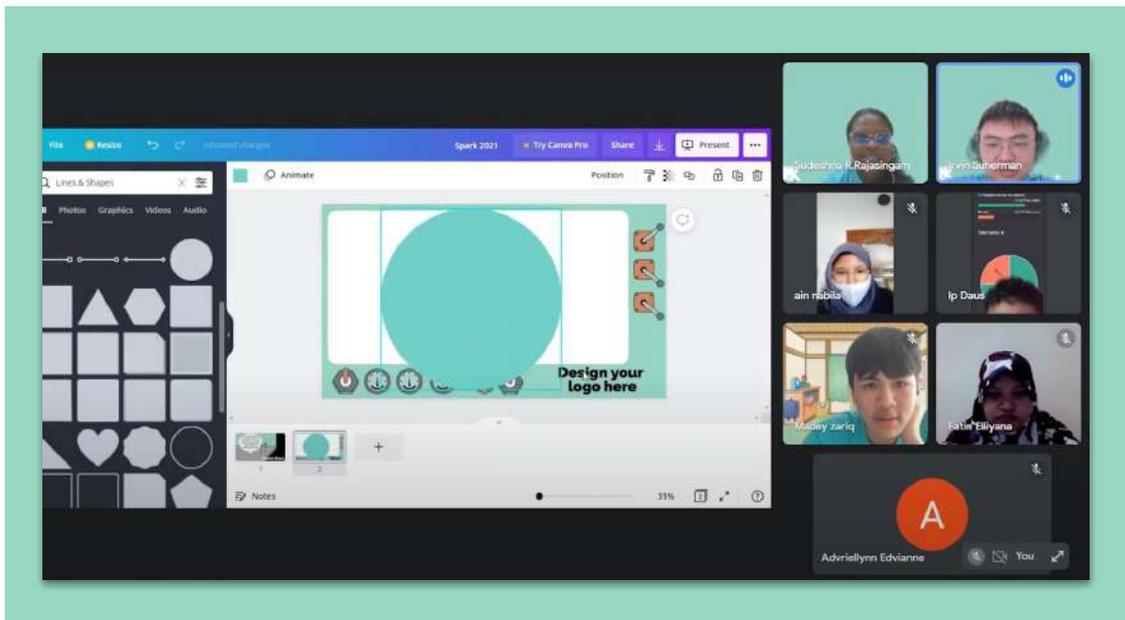
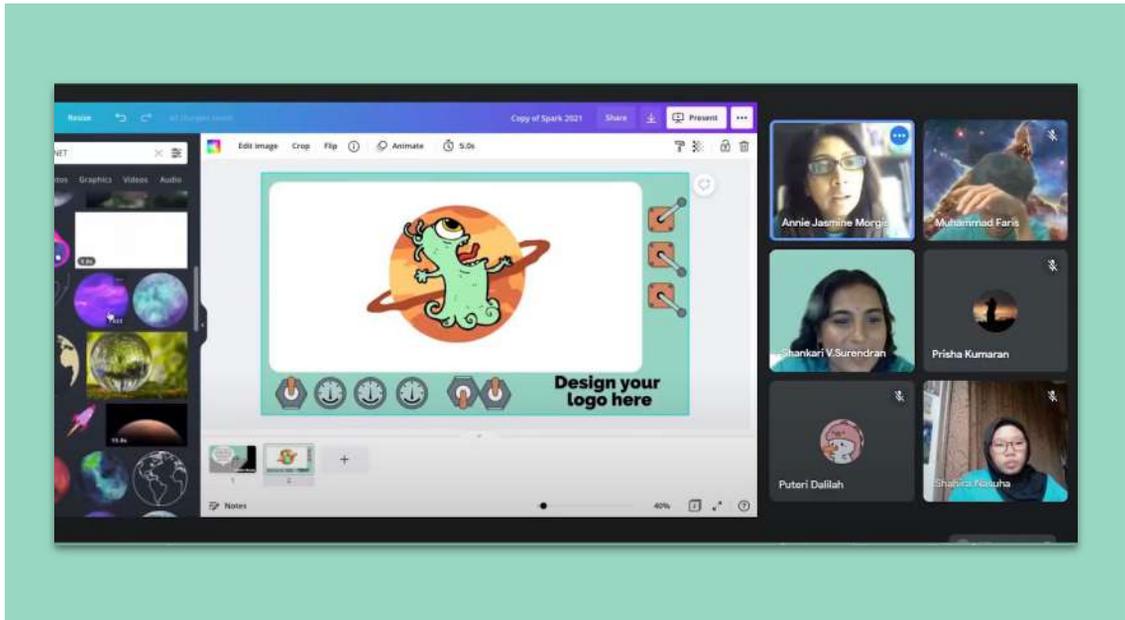
CAMP PHOTOS: SPARK MISSIONS

ALIEN GREETINGS



CAMP PHOTOS: SESSIONS

SPACECRAFT LOGO



CAMP PHOTOS: SESSIONS

I-DENTITY

How do I define my Identity?

2. BE PROUD OF YOUR PIECES

- Many pieces of our identity depend on our surrounding, but many are also by our choices. *(Kita masih mampu mengawal pilihan kita)*
- Choices hold power *(Pilihan mempunyai kuasa)*





Sudeshna R. Rajasingam



The more pieces you **GIVE AWAY**, the **LESS** of an identity you have, until at the very end....there's **NOTHING LEFT TO GIVE.**





Sudeshna R. Rajasingam



CAMP PHOTOS: SESSIONS

DISCOVERING MY PERSONALITY

ecmlibra Foundation LEADERONOMICS community

WHAT IS YOUR PERSONALITY TYPE?

D O P E

Which of these animals do you feel is you?

Ee Ling Wong

Discovering My Personality

ecmlibra Foundation LEADERONOMICS community

APPRECIATE ONE ANOTHER

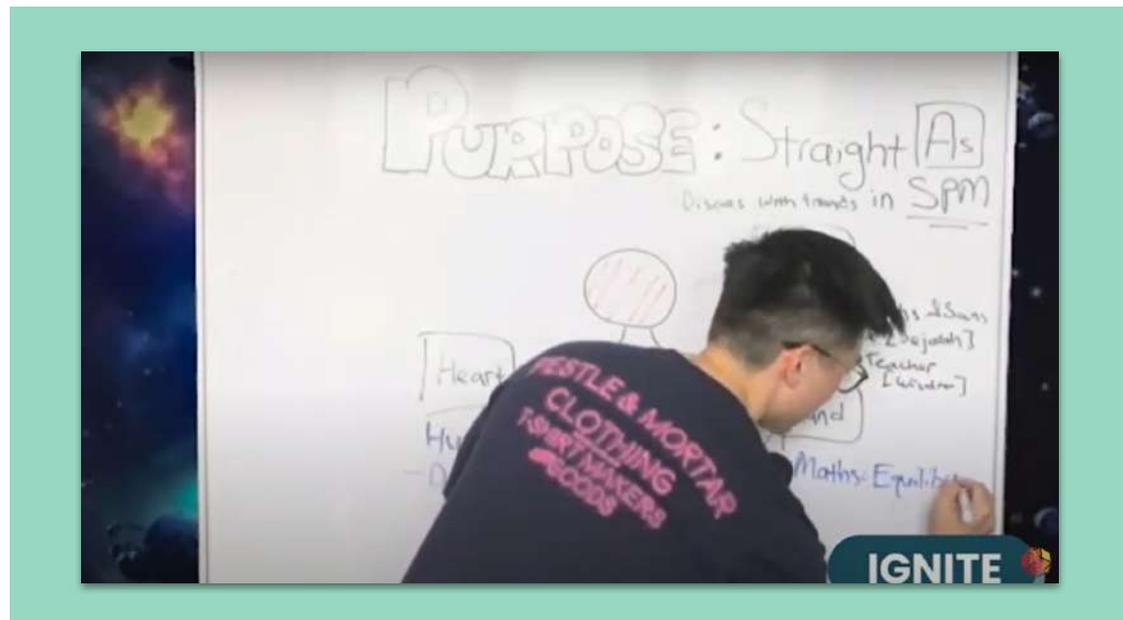
WORKER **LEADER**

Ee Ling Wong

Discovering My Personality

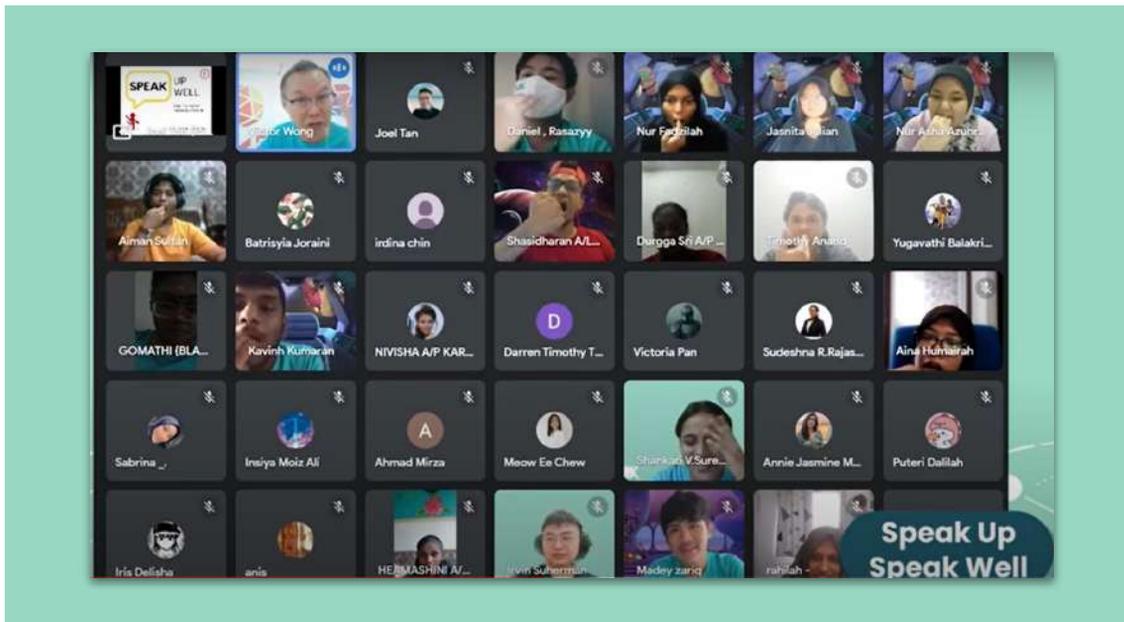
CAMP PHOTOS: SESSIONS

IGNITE



CAMP PHOTOS: SESSIONS

SPEAK UP SPEAK WELL



CONNECT – Be Real

Your Content

Logos

Pathos Ethos

Your Charisma Your Character

Victor Wong

**Speak Up
Speak Well**

CAMP PHOTOS: SIMULATIONS

LEAD SIMULATION

ecmlibra Foundation LEADERONOMICS community

A local NGO has offered to fund a project to help either the **RECOVERY** efforts or **PREVENTION** efforts in the villages.

Recovery

- Helping them rebuild their lives
- Helping them beyond their immediate need of food, water, medical aid, shelter, etc.

Prevention

- Helping design preventive measures to negate the effects of the disaster in the future
- Measures to better prepare to meet

(-Stormwater Drain)

- Gathering data (Community Can Help By Describing Where Major Flood Problems Occur In The Village And Providing Information About Previous Floods)
- Should Be Designes To Collect Water From All Parts Of The Community And Lead It To A Main Drain ,Which Then Discharges Into A Local River
- Size Of The Drains Should Be Calculated According To The Amount Of Water They Would Be Expected To Carry In A Storm .
- Drains Must Be Properly Maintained And Cleaned.(Community Work;Perhaps More Suitable For A Village Depending On Its Size. Proper Rules And Regulations Should Also Be Installed.)

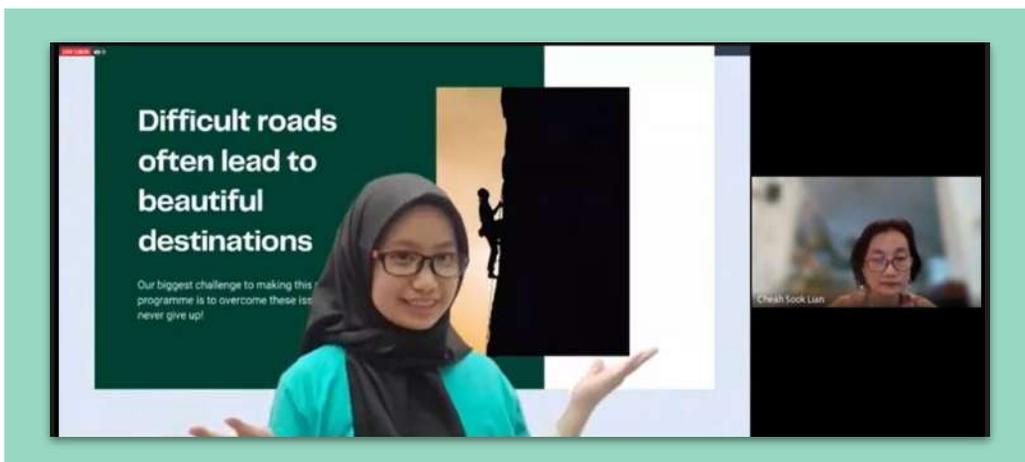
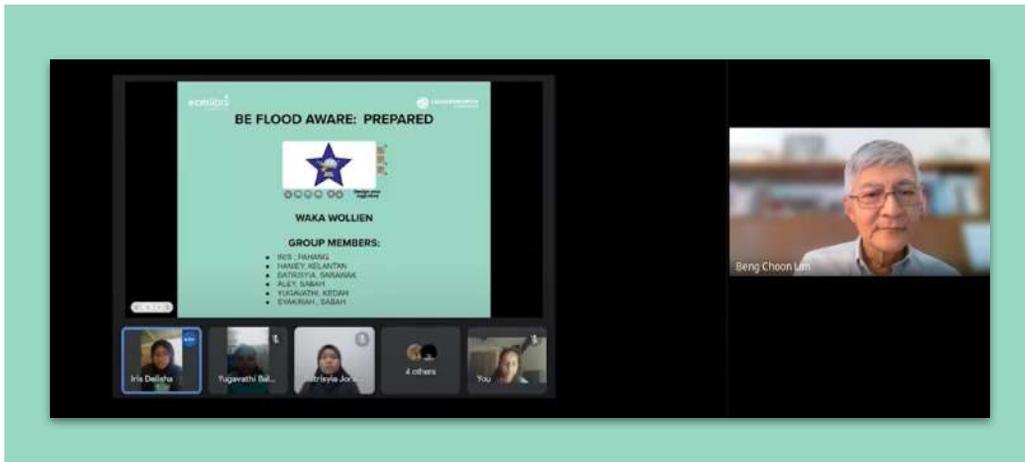
(-Sillage Disposal)

- When Sillage Is Disposed Of At Home A Soakaway Pit Can Be Constructed.
- Sillage Can Be Used To Supply Water In Small Gardens, Thus Improving The Crop Yield And Nutrition (Can:May Damage Crops)

Kavinh Kumaran	Adeline Yi
NIVISHA A/P KARAM CHANDR...	Nur AhaAzulireeh Azwin Ah
Ahmad Mirza	Darren Timothy Thasan
Victoria Pan	You

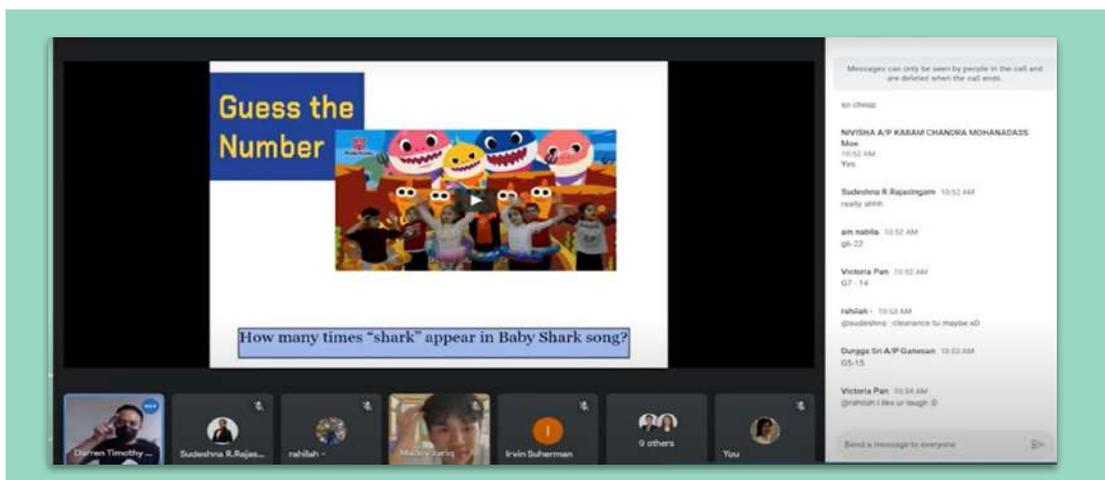
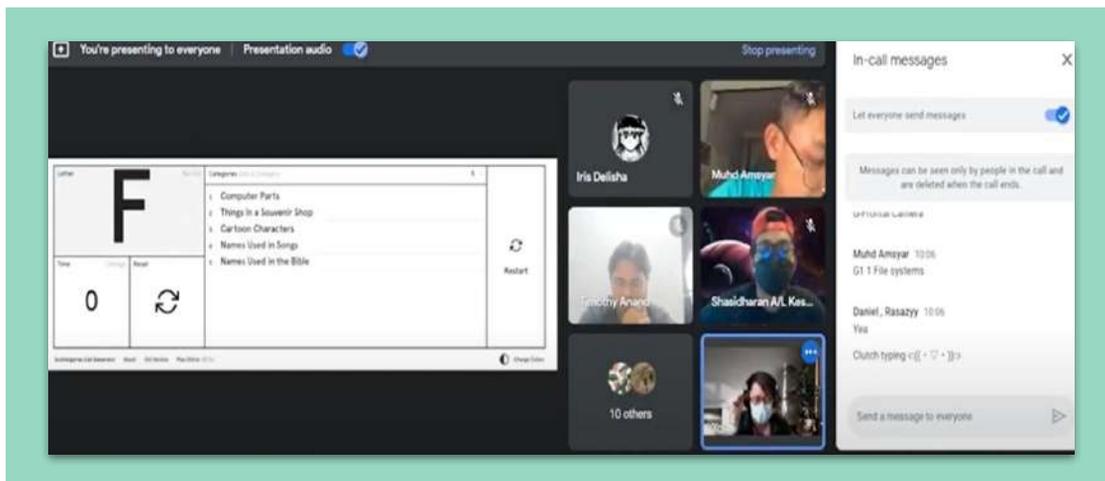
CAMP PHOTOS: SESSIONS

PITCH OUT



CAMP PHOTOS: SESSIONS

SPARK VIRTUAL CARNIVAL





THANK YOU!

*Thank you for the opportunity to further our reach
in empowering and inspiring a new generation of leaders!*


ecmlibra
foundation

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